

## REVITALIZATION OF ISLAMIC EDUCATION IN THE PERSPECTIVE OF RAHMATAN LIL 'ALAMIN TO FORM A GENERATION WITH CHARACTER

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### Abstract

This study aims to analyze the revitalization of Islamic education from the perspective of *Rahmatan lil 'Alamin* in shaping a globally characterized generation in the era of globalization. The rapid development of technology, digitalization, and socio-cultural transformation has created various challenges for the younger generation, including moral degradation, intolerance, individualism, and the weakening of spiritual values. In this context, Islamic education is required not only to serve as a medium for transmitting religious knowledge but also to be a transformative system capable of fostering spiritual, intellectual, social, and humanitarian values in a balanced manner. This research employs a qualitative approach using the *library research* method by analyzing various scientific sources such as Scopus-indexed international journals, books, and relevant academic literature related to Islamic education, character education, globalization, and the concept of *Rahmatan lil 'Alamin*. The data were analyzed descriptively and critically through stages of literature identification, categorization, interpretation, and theoretical synthesis. The findings indicate that the values of *Rahmatan lil 'Alamin*, including tolerance, compassion, justice, moderation, and respect for diversity, are highly relevant in strengthening Islamic education in the modern era. The revitalization of Islamic education can be achieved through curriculum transformation, the integration of digital technology, the strengthening of character education, and the improvement of teachers' competencies as agents of social transformation. Furthermore, Islamic education based on *Rahmatan lil 'Alamin* contributes significantly to the formation of a globally competitive generation that maintains strong moral and spiritual identities while adapting to multicultural global society. This study contributes theoretically by offering a holistic and humanistic paradigm of Islamic education relevant to the challenges of the 21st century.

**Keywords:** Islamic Education, *Rahmatan lil 'Alamin*, Character Education, Globalization, Global Generation, Educational Revitalization.

## Introduction

Islamic education in the era of globalization faces increasingly complex challenges due to technological developments, unlimited information flows, and socio-cultural changes that are taking place very quickly. This transformation not only affects the mindset and behavior of the younger generation, but also has an impact on moral crises, ethical degradation, individualism, intolerance, and the weakening of spiritual values in the life of modern society. In this context, Islamic education is required not only to function as a medium for knowledge transfer, but also as a means of character formation that is able to balance the spiritual, intellectual, social, and moral aspects of students in order to be able to adapt positively in the midst of global dynamics (Huda et al., 2022; Saeed & Ahmed, 2021). Therefore, the revitalization of Islamic education is a strategic need in creating a globally competitive generation but still rooted in moderate and humanist Islamic values. The concept of *Rahmatan lil 'Alamin* is one of the fundamental values in Islam that emphasizes the principles of compassion, peace, tolerance, justice, and universal benefit for all mankind. This value has become very relevant to be integrated into the Islamic education system in response to the emergence of various phenomena of radicalism, social polarization, and identity conflicts that develop in the digital era. Islamic education based on *Rahmatan lil 'Alamin* is seen as able to build an educational paradigm that is inclusive, moderate, and oriented towards the formation of a global character that is adaptive to cultural diversity and the development of the times (Alam & Mohamad, 2023). Thus, Islamic education is no longer understood exclusively, but rather as an instrument of civilization that promotes social harmony and global human development.

Empirical phenomena show that many Islamic educational institutions still tend to focus on purely cognitive and ritualistic aspects, while the dimensions of strengthening the global character and social competence of students have not received optimal attention. This condition causes the emergence of inequality between the mastery of religious knowledge and the implementation of moral and social values in real life. Several studies show that learners in the modern era experience an identity crisis due to the lack of integration between religious education, technological developments, and the needs of the global character of the 21st century (Rahman et al., 2021; Yusuf & Baharun, 2022). In addition, conventional learning approaches are also considered less effective in building multicultural awareness, social empathy, and critical thinking skills of students.

In the global context, character education is a major issue that has received attention from various countries due to the increasing problems of intolerance, cyberbullying, adolescent violence, and moral degradation due to the influence of digital media. International organizations such as UNESCO emphasize the importance of education that is able to integrate human values, sustainability, and tolerance in the learning process. Islamic education with the perspective of *Rahmatan lil 'Alamin* has great potential to answer these challenges through strengthening the values of compassion, religious moderation, and respect for diversity (Azra, 2020). Therefore, the revitalization of Islamic education is not

only relevant in the religious context but also has a strategic contribution to the development of a peaceful and civilized global society.

Although much research has been done on Islamic education and character education, most studies still focus on aspects of curriculum, learning methods, or partial integration of educational technology. Previous research has not comprehensively discussed the revitalization of Islamic education based on *Rahmatan lil 'Alamin* as a holistic paradigm in forming a generation with a global character that includes spiritual, intellectual, social, and humanitarian dimensions in an integrated manner (Ismail et al., 2023). In addition, philosophical studies on the relevance of the value of *Rahmatan lil 'Alamin* in facing the challenges of modern globalization are still relatively limited and have not been studied in depth through theoretical and conceptual approaches.

The research gap in this study lies in the lack of studies that integrate the concept of *Rahmatan lil 'Alamin* with the revitalization of Islamic education based on global character in a multidimensional perspective. Some previous research has only highlighted Islamic education as an instrument of religiosity, while aspects of global competency development, social tolerance, and adaptability to global change have not been the main focus (Sulaiman et al., 2022). In addition, there has been little research examining how Islamic universal values can be reconstructed into transformative educational models relevant to today's digital generation.

The novelty of this research lies in the effort to offer a framework for the revitalization of Islamic education based on *Rahmatan lil 'Alamin*, which not only emphasizes the dimension of spirituality but also integrates the formation of global character, religious moderation, social intelligence, and adaptive ability to global technological and cultural developments. This research also presents a philosophical and theoretical approach to seeing Islamic education as a humanistic, inclusive, and transformative system. Thus, this research makes a new conceptual contribution to the development of Islamic education paradigms that are relevant to the challenges of the 21st century.

The urgency of this research is getting stronger considering that the world of education is currently facing the challenges of technological disruption, the moral crisis of the younger generation, and increasing social and religious polarization in various countries. Islamic education based on the values of *Rahmatan lil 'Alamin* is expected to be able to be a strategic solution in forming a generation that is not only academically superior, but also has a moderate character, tolerance, integrity, and is able to live harmoniously in a multicultural global society. Therefore, this research is important to strengthen the theoretical and philosophical foundation of Islamic education revitalization as an effort to build a peaceful, inclusive, and civilized civilization in the era of globalization.

## **Literature Review**

### **Islamic Education in a Contemporary Perspective**

Islamic education is essentially a process of forming the whole human being that emphasizes the balance between the spiritual, intellectual, emotional, and social

dimensions. In a contemporary perspective, Islamic education is no longer only understood as a *transfer of knowledge*, but also as a process of transformation of values that aims to form the character of students who are adaptive to the development of the times without losing their Islamic identity. Social changes due to globalization, digitalization, and modernization require Islamic education to revitalize the learning system in order to be able to respond to the challenges of increasingly complex global life (Huda et al., 2022).

The development of information technology has brought major changes in social interaction patterns, learning cultures, and the way the younger generation understands religious values. This condition requires Islamic educational institutions to integrate innovative, humanistic, and contextual learning approaches. According to Saeed and Ahmed (2021), modern Islamic education must be able to develop global competencies such as critical thinking skills, cross-cultural communication, social collaboration, and global ethical awareness that are still based on Islamic principles. Therefore, Islamic education needs to be directed at strengthening moderate, tolerant, and inclusive character so that students are able to live in harmony in a multicultural society.

### **The Concept of *Rahmatan lil 'Alamin* in Islamic Education**

The concept of *Rahmatan lil 'Alamin* comes from Islamic teachings, which place Islam as a blessing for the entire universe, as stated in the Qur'an Surah Al-Anbiya verse 107. These values reflect the principles of compassion, justice, peace, tolerance, and respect for human diversity. In the context of education, the concept of *Rahmatan lil 'Alamin* is an important foundation in building a humanist and universally beneficial Islamic education system (Ismail et al., 2023).

The implementation of the value of *Rahmatan lil 'Alamin* in Islamic education can be realized through the strengthening of a culture of tolerance, religious moderation, respect for human rights, and the development of learning based on dialogue and social collaboration. Education based on these values not only aims to form pious students individually, but also to address social concerns and global humanitarian responsibilities. Research by Alam and Mohamad (2023) shows that the integration of *Rahmatan lil 'Alamin* values in the Islamic education curriculum is able to increase the attitude of moderation, social empathy, and students' ability to deal with cultural and religious differences.

### **Character Education in Islamic Education**

Character education is an integral part of the goals of Islamic education. Character in the Islamic perspective is not only related to social morality, but also includes the relationship of man with God, fellow humans, and the environment. Islamic education views character as the result of internalizing moral values that are manifested in daily behavior. Therefore, character education in Islam emphasizes the formation of moral character through habituation, example, and strengthening the spirituality of students (Rahman et al., 2021). In the era of globalization, character education has become increasingly important due to the increasing phenomenon of moral degradation, individualism, intolerance, and identity crises among the younger generation. According to Yusuf and Baharun (2022), character

education based on Islamic values can be a strategic solution in dealing with the negative impacts of globalization through strengthening the values of responsibility, discipline, tolerance, and social integrity. Character-based Islamic education also has an important role in building a generation that is not only academically intelligent, but also has strong emotional and spiritual intelligence.

### **Revitalization of Islamic Education in the Era of Globalization**

The revitalization of Islamic education is an effort to reform the education system to be more relevant to the needs of modern society without abandoning basic Islamic values. This revitalization includes updating the curriculum, learning methods, strengthening teacher competencies, integrating digital technology, and developing a more inclusive and transformative approach to education. According to Sulaiman et al. (2022), Islamic education in the era of globalization must be able to integrate religious values with 21st-century competencies such as digital literacy, creativity, innovation, and global communication skills.

In addition, the revitalization of Islamic education is also needed to overcome the educational paradigm that is still textual and dogmatic. Modern Islamic education is required to be more contextual in responding to contemporary social issues such as pluralism, world peace, social justice, and environmental sustainability. In this case, *Rahmatan lil 'Alamin's* perspective is a strategic approach to build an education system that is adaptive to global changes while maintaining moderate Islamic identity and values.

### **A Generation with Global Character**

A generation with a global character is a generation that has intellectual ability, social skills, multicultural awareness, and moral commitment in facing global challenges. This concept emphasizes the importance of a balance between academic competence and human character in shaping individuals who are able to contribute positively at the local and international levels. UNESCO emphasizes that 21st century education must be able to form students who have collaborative skills, cultural tolerance, and global social responsibility. In the perspective of Islamic education, the formation of a generation with a global character must be based on the integration of the values of spirituality and universal humanity. Islamic education based on *Rahmatan lil 'Alamin* has great potential in shaping a generation that is not only intellectually superior, but also has a moderate, inclusive, and world peace-oriented attitude. Therefore, the revitalization of Islamic education is an important step in building a generation of Muslims who are able to compete globally without losing their moral values and Islamic identity.

### **Synthesis of Literature Review**

Based on the above literature review, it can be understood that the revitalization of Islamic education based on *Rahmatan lil 'Alamin* is a strategic approach in facing the challenges of globalization and the character crisis of the younger generation. Islamic education not only functions as a medium of religious teaching, but also as an instrument of global character formation that includes spiritual, intellectual, social, and humanitarian dimensions. However, previous research still tended to discuss Islamic education, character, and

religious moderation partially, so a more comprehensive study is needed on the integration of the values of *Rahmatan lil 'Alamin* in the revitalization of Islamic education to form a generation with global character. This research is here to fill this gap through a more holistic theoretical and philosophical approach.

### **Research Methods**

This research uses a qualitative approach with *the library research* method or literature study. This method was chosen because the research focuses on conceptual, theoretical, and philosophical analysis of the revitalization of Islamic education in the perspective of *Rahmatan lil 'Alamin* to form a generation with a global character. Literature studies are carried out by collecting various relevant scientific sources, such as articles of reputable international journals indexed by Scopus, academic books, proceedings, and other supporting documents related to Islamic education, character education, religious moderation, and globalization of education. This approach allows researchers to gain a comprehensive understanding of the development of concepts, theories, and results of previous research that are relevant to the research topic (Snyder, 2019).

The data analysis technique is carried out through several stages, namely literature identification, data reduction, thematic categorization, theoretical interpretation, and descriptive-analytical conclusions. The researcher analyzes various key concepts such as the value of *Rahmatan lil 'Alamin*, the revitalization of Islamic education, and the formation of global character to find conceptual relationships and their relevance to educational challenges in the era of globalization. Furthermore, the data that has been analyzed is critically interpreted using philosophical and theoretical approaches to produce a scientific synthesis that is able to make a conceptual contribution to the development of contemporary Islamic education. Thus, this method is expected to be able to produce a deep and systematic understanding of the urgency of revitalizing Islamic education based on Islamic universal values in forming a moderate, humanist, and globally competitive generation.

### **Results and Discussion**

#### **Revitalizing Islamic Education in Response to the Challenges of Globalization**

The results of the study show that globalization has brought significant changes to the Islamic education system, especially in the aspects of values, culture, and learning patterns of the younger generation. The advancement of digital technology has a positive impact in the form of easy access to information and learning innovations, but on the other hand it also raises challenges in the form of moral crises, ethical degradation, individualism, and the weakening of students' spiritual identities. In these conditions, the revitalization of Islamic education is an urgent need so that education not only produces a generation that excels academically, but also has moral integrity and global social responsibility. Recent research shows that modern Islamic education must be able to integrate religious values

with 21st-century competencies such as digital literacy, creativity, global communication, and critical thinking skills (Fauzi et al., 2024; Hasanah & Nurhayati, 2023).

The revitalization of Islamic education is not only interpreted as curriculum reform, but also the transformation of the educational paradigm towards a more humanistic, inclusive, and contextual system. Contemporary Islamic education needs to move away from an overly textual and dogmatic approach to learning towards a transformative approach that can respond to modern social problems. In this perspective, Islamic education must serve as a medium for fostering social awareness, tolerance, and global peace. The study by Ahmad et al. (2023) confirms that adaptive Islamic education makes a significant contribution to building a moderate and civilized society amid increasing social polarization and identity conflicts in the digital era.

### **Implementation of the Value of *Rahmatan lil 'Alamin* in Islamic Education**

The findings of the study show that the concept of *Rahmatan lil 'Alamin* has very strong relevance in the development of modern Islamic education. Values such as compassion, tolerance, justice, moderation, and respect for diversity are the main foundations in building an inclusive and humane education system. These values can be implemented through strengthening a tolerant school culture, integrating religious moderation into the curriculum, fostering collaborative learning, and developing students' social character. According to the research of Rahim and Abdullah (2024), Islamic education based on *Rahmatan lil 'Alamin* is able to increase multicultural awareness and reduce intolerance among the younger generation.

In addition, the application of the values of *Rahmatan lil 'Alamin* also plays a role in building a harmonious relationship between religious education and global reality. Islamic education is no longer positioned as an exclusive system, but as an instrument of universal civilization that supports the creation of a peaceful and just society. Research by Yusuf et al. (2023) shows that integrating Islamic moderation values into learning can strengthen students' ability to address cultural, religious, and ideological differences in the era of globalization. Thus, Islamic education based on *Rahmatan lil 'Alamin* has strategic potential in shaping a Muslim generation that is open, adaptive, and adheres to Islamic principles.

### **Character Education and Global Generation Formation**

The results of the analysis show that character education is a central element in the revitalization of Islamic education. Globalization and the development of digital media have influenced the behavior patterns of the younger generation, including increasing consumptive behavior, cyberbullying, intolerance, and low social awareness. Therefore, Islamic education needs to place character education as the top priority in the learning process. The character in question is not only related to individual piety, but also includes social responsibility, the ability to collaborate, empathy, discipline, and moral integrity.

Recent research shows that Islamic value-based character education has a positive influence on strengthening students' morality and social intelligence (Nasution et al., 2024). In this context, the value of *Rahmatan lil 'Alamin* becomes a strategic approach to build a moderate and humanist global character. A generation with a global character is a

generation that is able to compete internationally without losing its cultural and spiritual identity. Therefore, Islamic education needs to integrate the strengthening of spirituality with the development of global competencies so that students are able to face the challenges of the modern world in a balanced manner.

### **Curriculum Transformation and Learning Strategies**

The study also found that the revitalization of Islamic education requires a transformation of the curriculum that is more relevant to the needs of the 21st century. The Islamic education curriculum must be designed in an integrative manner by combining aspects of religiosity, science, technology, and strengthening social character. *Project-based*, collaborative, and digital learning approaches are important strategies in increasing students' active participation and building their problem-solving skills and creativity. According to research by Hidayat and Salim (2023), the integration of technology in Islamic education is able to increase learning effectiveness while strengthening the understanding of Islamic values contextually.

In addition, the role of teachers as moral role models and learning facilitators is also an important factor in the success of Islamic education revitalization. Teachers not only function as material presenters, but also as agents of social transformation that instill the values of tolerance, moderation, and humanitarian concern in students. Therefore, improving pedagogic competence, digital literacy, and teachers' multicultural insight is an important part of supporting the implementation of Islamic education based on *Rahmatan lil 'Alamin*.

### **Critical Analysis and Theoretical Implications**

Theoretically, this study shows that the revitalization of Islamic education based on *Rahmatan lil 'Alamin* has strong relevance to humanistic education theory and global character education. Islamic education is not only oriented towards the formation of formal religiosity, but also the development of universal human values that are relevant to the challenges of globalization. This approach shows that Islam has universal values that can be a solution to moral crises, intolerance, and social disintegration in the modern era. An important implication of this study is the need to reconstruct the Islamic education paradigm that is more inclusive, adaptive, and transformative. Islamic education must be able to combine spirituality, intellectuality, and social competence in a balanced manner to form a generation that excels academically as well as has a global character. Thus, the revitalization of Islamic education based on *Rahmatan lil 'Alamin* can be a model of future education that supports the creation of a peaceful, tolerant, and civilized world society.

### **Conclusion**

The revitalization of Islamic education in the perspective of *Rahmatan lil 'Alamin* is a strategic step in facing the challenges of globalization and the character crisis of the young generation in the modern era. Islamic education is no longer enough to be oriented only to the transfer of religious knowledge, but must be able to become a transformative education system that integrates spiritual, intellectual, social, and humanitarian

dimensions in a balanced manner. *Rahmatan lil 'Alamin* values such as compassion, tolerance, moderation, justice, and respect for diversity have proven to be relevant to building a humanistic, inclusive, and adaptive Islamic education paradigm to global developments.

The results of the study show that the implementation of Islamic education based on *Rahmatan lil 'Alamin* has an important contribution in forming a generation with a global character that is not only academically superior, but also has moral integrity, social concern, multicultural ability, and universal humanitarian awareness. The revitalization can be realized through curriculum transformation, strengthening character education, integrating digital technology, and improving teachers' competence as agents of social and moral change. Thus, Islamic education can be a strategic instrument in creating a peaceful, tolerant, and civilized society in the midst of the dynamics of globalization.

Theoretically, this research contributes to the development of a more contextual and multidimensional contemporary Islamic education paradigm through the integration of *the values of Rahmatan lil 'Alamin* with the concept of global character in the 21st century. This research also confirms that Islamic education has great potential to be a solution to various modern moral and social problems if developed innovatively and relevant to the needs of the times. Therefore, a joint commitment is needed from educational institutions, governments, teachers, and the community to continue strengthening the revitalization of Islamic education, so that a generation of Muslims can be born who are moderate, competitive, and contribute positively to global civilization.

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